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A program was instituted for improving education for culturally different children through intensive language arts instruction using special teachers skilled in the language arts. Its purposes were to create: an improved environment, increased teacher efficiency, increased interest and support from parents, and a program designed to meet the need of the students.

Reports of activities include special programs for children, workshops and special activities for parents, meetings, and demonstrations for teachers.

Large amounts of data indicate success.

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Teachers College, Columbia University
June 22 - July 3, 1964

"Abstract of The Language Arts Project Report 1962 - 1963 for Members of the Board of Education of the District of Columbia

Submitted to:
The Superintendent of Schools
Carl F. Hansen

by

Louis H. Kornhauser
Director
Language Arts Project
September 1963

Director, Language Arts Project
Twining Building
Third and N Street, N.W.
Washington 1, D.C.

ED001003

Introduction

The Language Arts Project began in seven downtown schools in January 1961. Two schools were added in February of 1962 and five schools in November of 1962. The fourteen schools are located as follows: ten in Northwest, two in Northeast, and two in Southeast.

A comprehensive report on the work accomplished in the Language Arts Project for 1962-63 has been prepared. This brief paper will be an abstract of some of the more significant findings which have emerged from this experimental program.

Title:

The Washington, D.C. Great-Cities-Gray Areas Program is titled, Improving Education for Culturally Different Children Through an Intensive Language Arts Program Using Special Teachers Skilled in the Language Arts.

Major Purpose:

The major purpose of our project is the development of oral and written language facility and comprehension on the part of culturally different children enrolled in kindergarten, junior primary, first, second and third grades in fourteen selected school units in central Washington, D.C.

Major Goals:

In attempting to put this program into operation we agreed upon the following as the major goals toward which we should strive:

1. The creation of an environment which will foster the development of desirable language skills.

2. The development of a language arts program designed to meet the needs of the pupils involved

3. Increased efficiency on the part of all teaching personnel participating in the project

4. Increased interest and support on the part of the parents of the pupils involved in the project.

5. The development of effective techniques and new curriculum materials

To help us in our efforts to reach the high goals which have been laid down, we have endeavored to initiate programs and activities having long-range implications as opposed to those which are rather limited in scope.

In the "Abstract Report" for 1961-62 the writer listed under each goal the most significant findings based on the activities engaged in during the year. In the interest of brevity, this report will simply identify the new activities initiated this year.

Some Special Programs for Children

One day each week has been established as Literature Day throughout each building. During this time children are exposed to the best in our heritage of literature.

A program in creative dramatics was developed for 80 children in after-school hours at Simmons and Walker-Jones Schools. This activity was developed in conjunction with the Children's Theater group of the Recreation Department and extended over an eight week period, five afternoons each week and Saturday mornings.

An Urban Service Corps volunteer has organized a program in creative dramatics in after-school hours at Cleveland School.

Young teachers-to-be, members of Delta Sigma Theta Sorority of District of Columbia Teachers College, provided a supervised study program at Emery School on Saturday mornings.

On alternate Saturdays fifteen children from Thomson School went on picnics, trips, and to lunch at different restaurants. This activity was sponsored by the Acetes Club of Washington.

Curriculum Materials

A number of the project schools have been or are in process of being repainted. An excellent guideline has been prepared for use by teachers in such situations. Suggested are the essential related learnings which might be stressed. Highlighted is an emphasis on respect for property and a feeling for civic responsibility in general.

Curriculum guidelines and materials developed during the past two years are in process of being prepared for printing and city-wide distribution by the curriculum office.

A pictorial brochure for use by teachers and officers in depressed urban area schools has been prepared and distributed to all elementary teachers and officers, all secondary officers, all teachers in one junior high and one senior high school, all guidance personnel, the staff in the office of Pupil Personnel, and the consultant in the Consultation Skills Program.

A bulletin which deals with an understanding and respect for the flag is in the process of being developed.

Examples of Programs for Parents

A speech improvement teacher from the Speech Department has met, du[illegible] several afternoons, to discuss with parents how they might help their develop improved speech habits.

A language arts class for parents met twice each week at one project school. These meetings were attended by 22-25 interested and enthusiastic parents.

Parents in two buildings are assisting volunteers trained in library science to set up school libraries.

Fifty-six parents assisted language arts teachers with school Book Fairs. Parent staffing of Book Fairs made it possible for teachers to devote full attention to the instructional program of the school.

A council of project P.T.A. presidents and vice-presidents was formed during 1962-63 and voted to continue holding meetings during 1963-64. Indigenous parent leadership is being developed as individual school, system, and project loyalty, interest, and support are encouraged.

Parents at one school have participated in role-playing sequences directed toward developing positive child-rearing practices.

Groups of parents shared in many special programs such as the following:

Teas during Brotherhood Week
Programs relating to holidays and special events
A Language Arts Festival
A study of art reproductions
Musical programs
Puppet shows
A Flower Show
The Circus
A program on ground conservstion
A cooking class
Panel discussion

Examples of Programs for Teachers and Officers

A consultant from Wesleyan University has given several demonstrations on techniques involved in using the Weekly Reader school newspapers.

Competent teachers on project school staffs have been motivated to demonstrate for colleageues.

Workshops which have been well attended have helped teachers and officers develop improved skills and techniques and increased understanding of the problems of the culturally disadvantaged.

Workshops, meetings, and special demonstrations have been provided to help teachers become increasingly more skillful in the use of the phonovisual method.

A number of statistical tables appear in the body of the main report. These data, collected during 1961-62 and 1962-63, have been presented purely as information and fact. They have not been treated as research data in t report since they were not developed under scientific control procedur is hoped, however, that other systems which are engaged in educationa on problems relating to the culturally disadvantaged, may use the th data in their particular study.

Our experience in the Language Arts Project during the past two years leads us to draw a number of inferences with respect to children, teachers, and parents.

With Respect to Children

A lower percentage of project first graders with kindergarten experience are earning marks of "D" or "U" in the areas of reading and general language.

Current research findings emphasize the importance of early identification of childrens needs and prompt referrals for psychological, health, and related educational services. In the Project we find a substantial increase in the number of primary project children on whom referrals are being submitted and for whom services are being provided.

There is some evidence of decreased need for speech therapy and the speech improvement services provided by the Speech Department. This may be attributed to the intensified efforts of langauage arts teachers and special teachers to improve language facility on the part of children.

No evidence existed on the number of primary children in the fourteen schools who held library cards prior to the establishment of the special language program. We note an increase this year over last in the number of children who now have library cards and hopefully are using them.

There are no previous records to indicate the number of children having books which they could call their own. During 1952-63 alone, however, 4,875 books were purchased by project children at school book fairs.

4,262 children were exposed to programs of cultural enrichment in the form of concerts, dramatic presentations, dance recitals, and the like.

16,659 children were taken on educational field trips. This means that 6,586 more children had these varied educational trip experiences this year. These experiences have been invaluable in the building of general language skills, vocabulary, and conceptual knowledge.

Data which have been collected on children's instructional reading levels in June point up the fact that more of the children are reading more nearly at or near grade level. The following information is extremely significant:

Comparison of Instructional Reading Levels by Grade Levels, 1961-62 and 1962-63

Grade	'61-'62	'62-'63	Levels of Readers
Junior Primary	70%	66.1%	Reading PP[1] and above
Grade 1	38%	43.0%	Reading 1[1] and above
	68%	70.7%	Reading Primar and above
Grade 2	36%	49.7%	Reading 2[1] and above
	72%	87,1%	Reading 1[1] and above
Grade 3		42.4%	Reading 3[1] and above
		83.7%	Reading 2[1] and above

It is interesting to note that, during 1962-63, 43% of the first grades, 49.7% of the second graders, and 42.4% of the third graders are reading on grade level. This seems to reflect fairly consistent growth.

Current literature relating to culturally disadvantaged children in particular, cautions educators against relying heavily on standardized test scores as a measure of achievement. Language Arts Project data which have been collected based on Gates Reading Tests which have been administered to children in grades 1, 2, and 3, seem to indicate the fact that they are doing as much (or more) than might be expected of children of average and low normal intelligence.

Evidence is beginning to build up that the combinations of services provided project children are overcoming the negative effect of limited background on standardized tests.

A study of the average daily attendance records of city-wide elementary schools comparable to project schools in terms of cultural deprivation and the low socio-economic status of the community, reveals a record of good school attendance. This evidence is rather startling when one considers the multiplicity of problems which exist in the homes which work against good attendance at school.

It is interesting to note that very little difference exists between the attendance figures in project schools and those in non-project schools. What may be needed is a new look at the attendance picture leading to the implementation of new techniques for improving the situation in all schools.

Our data indicates there has been no significant increase in the number of children participating in neighborhood activities. Efforts will continue tohmotivate these types of activities. We recognize that behavioral habits outside of school, more dependent on parental support and encouragement, are hard to change.

With Respect to Parents

There has been a decided increase in the number of Room Mother Groups. There were 97 such groups in the 14 schools during 1962-63, an increase of about 85 over 1961-62.

169 parents purchased books for their children at school Book Fairs while 629 parents were known to have visited the Fairs. Fifty-six parents assisted language arts teachers by staffing Fairs during school hours.

The number of paid-up P.T.A. members increased by 33.2% over the 1961-62 figure.

A Parent Teacher Association was formed in one of the schools where there had been no organization during the past 8 years.

818 parents accompanied children and teachers on educational trips, an increase of 339 over last year. In addition to providing supervisory assistance, parents benefited from the enrichment experiences. 243 parents went trips specially planned for them.

Prior to Operation Alphabet, a group of 3-5 parents met at one school to receive help with reading skills.

Based upon available data, it is safe to state that upwards of 6,000 parents have participated in various programs in project schools

With Respect to Teachers

Increasingly larger numbers of project teachers have taken college courses and/or attended workshops or meetings related to teaching language or working with disadvantaged children.

The more skillful teachers in project schools are giving demonstrations for fellow teachers.

The presence of a highly skillful language arts teacher in each building, one who works directly in the classroom with children, should represent a catalytic influence on the building staff. It should motivate classroom teachers to develop greater competence and render increasingly improved teaching service.

Conclusion

The opening of new vistas and horizons for children in experience and language development has been significant.

The workshops for teachers and parents have been outstanding in terms of interest, support, and quality.

A wealth of knowledge and technical skill has been imparted to participating teachers and officers.

There has been an awakening in parents which can prove invaluable to the schools and the total community.

We recognize this is a long term program. Its ultimate results in terms of decreased delinquency and vandalism we may never be able to measure. But we believe we will reach the goal as our children become better adjusted, having experienced greater success and accomplishment in school.

For This Program We Have "High Expectations",

(R10) R12

Teachers College, Columbia University

Third Work Conference on Curriculum and Teaching in Depressed Urban Areas
June 22 - July 3

IMPROVING LANGUAGE ARTS INSTRUCTION FOR DISADVANTAGED CHILDREN AND YOUTH

Louis H. Kornhauser
District of Columbia, Public Schools

Introduction -

During the past five years it has been interesting, exciting and encouraging to witness the gradual changes in thinking, planning and programming for the large mass of children identified as the culturally disadvantaged. The evidence of this national interest appears with regularity in the Washington press as it must in the newspapers of the cities and towns which you represent. Attention is also directed toward the problem through numerous articles appearing in many of the periodicals which enjoy large national circulation. It seems safe to say that school boards are really rolling up their sleeves in their sincere effort to provide improved instructional programs for all children including those from impoverished home situations.

With your permission, I would like to make you aware of some of the special programs currently operating in District of Columbia Public Schools, programs which have already developed a good head of steam. I will tell you specifically and in some detail about the Language Arts Project and why we chose to direct our energies to the primary grades in this experimental program; indicate its purpose and goals; describe the program as it affects children, teachers, and parents; and, say a word about materials and equipment. With the public relations function of the school recognized as essential to the total operation, reference will be made to efforts by the Project to create a positive image of the school in the broader community.

Many bigorous educational ideas, including programs for the culturally disadvantaged, are already being implemented in D.C. Public Schools under the dynamic leadership of the Superintendent, Dr. Carl F. Hansen. Though my specific purpose today is to describe the Language Arts Project, a Great Cities Program for School Improvement, it is only right and proper that I at least identify some of the programs underway at all levels.

Already being implemented are the following: a system of classroom placement according to ability level in elementary, junior, and senior high schools; the Urban Service Corps, a project to provide and coordinate volunteer services to children in public schools; special placement in small classes for children whose I.Q.'s are 75 and under; social adjustment groups for the socially and emotionally maladjusted; a curriculum revision program of fundamental knowledges and skills known as the Amidon Plan; classes for the physically handicapped; special instruction for the trainables whose I.Q.'s are under 50; a junior primary grade organization between kindergarten and grade one for children who require a longer readiness period and greater

maturity before they begin formal reading in the first grade; a free lunch program for 8000 children; a physical fitness program for 75 boys, one which encompasses physical activity, showers, and a hot breakfast each school day; a junior-senior high school talent search project; programs for drop-outs and potential drop-outs; a job conditioning course designed to meet the needs of early school leavers and graduates with marginal skill, training and aptitude; a junior high experimental drop-out project directed toward drop-out prone students; a building maintenance training program for twenty boys combining half day school and half day work; fifteen scholarships of $500 each for needy high school students who have promise; home instruction for emotionally disturbed and physically disabled; instruction for unwed mothers; a boys junior-senior high school enrolling a maximum of 50 serious behavior cases; counseling services in elementary schools; library in elementary and secondary schools, and twilight classes for boys who would otherwise be excluded from school.

It should be noted that many individual schools have initiated special planned projects to meet the needs of their children. These have not been mentioned in the listing above. As is the case in most cities, both private and public funds are being expended to finance the comprehensive programs which have been undertaken to date.

No attempt will be made to delineate in great detail, the inadequacies of the children who attend schools in disadvantaged communities. It seems pertinent, however, to at least establish a frame of reference with respect to who are the culturally deprived in the District Public Schools.

The term culturally disadvantaged is used to describe the children and youth in the low socio-economic communities of Washington, areas where the average income ranges between $2500 and $4000. The youngsters are those whose poor academic accomplishments and lack of success in school may be attributed to limited experiential background and conceptual knowledge, meager stimulus-deprived home and neighborhood environments, and limited facility with language. The term as it is interpreted does not refer to slow learners, the mentally retarded, or other categories of children who present problems of special education. It is a fact, however, that children in the latter group may be found in classes with the culturally deprived just as they are to be found in classes in privileged communities. Finally, it appears the greatest area of impoverishment is in the communication skills. The limited language facility with which most of these children begin their school careers is the burdensome shackle which restrains academic progress, interferes with a wholesome adjustment to school as it also hinders the development of a positive attitude toward education.

It should be stated that it was the concensus of opinion of the group charged with the responsibility for developing the Washington Great Cities Program that the major educational need was to develop a strong foundation in all phases of language since communication skills are recognized as basic to a child's academic success and wholesome adjustment to school. Then too, a phenomenon was observed which is rather widespread among the culturally disadvantaged. Countless numbers of our little customers come to us in the kindergarten and first grade, unable to express themselves orally, limited in vocabulary, handicapped by poor listening and comprehension skills, and saddled

with an experience deprived background. They evidently have the ability to communicate for utilitarian purposes but are completely lacking in ability to use acceptable English as a means of expression.

It was also the conviction of the group that the greatest gains would probably accrue through the implementation of a program in the primary grades, kindergarten through third. A program at this stage in a child's growth would tend to be more preventive than remedial and probably offer a better chance for success. A child who can communicate with a degree of fluency, ease and correctness, feels more comfortable in the academic climate of the school as he also enjoys feelings of self-worth, dignity, and respectability. Finally, long range benefits were envisioned in the form of a reduction in vandalism and juvenile delinquency, a reduction in the number of drop-outs, a more positive attitude toward education and better employment opportunities.

The Language Arts Project

I have been asked to talk specifically about the Language Arts Project, one of the Ford Foundation subsidized Great Cities Programs of School Improvement which was initiated in seven central city elementary schools in January, 1961. In accordance with the terms of the grant, the program has been expanded to fourteen elementary schools in the so-called low socio-economic areas of Washington.

Title, Purpose and Goals

The title of the program is, "Improving Education for Culturally Different Children Through an Intensive Language Arts Program Using Special Teachers Skilled in the Language Arts."

Its purpose is to improve oral and written language facility and comprehension skills on the part of the children in grades kindergarten through third.

The five major goals of the project are listed in order that the reader might better understand and appreciate the reason why some of the programs, experiences and activities which will be described, were undertaken. --

1. The creation of an environment which will foster the development of desirable language skills.
2. The development of a language arts program designed to meet the needs of the pupils involved.
3. Increased efficiency on the part of all teaching personnel participating in the project.
4. Increased interest and support on the part of the parents of the pupils involved in the project.
5. The development of effective techniques and new curriculum materials.

Personnel

The D.C. Schools have resource teachers in art, music, physical education, science, and instrumental music. This corps services each of the 130 elementary schools visiting each building once or twice every four to six weeks. A skillful language arts teacher was assigned to each of the fourteen project schools. Assigning such a special teacher to one elementary school and charging her with

the major responsibility for one specific area of the curriculum without making her responsible for a group of children, is a fresh and unique approach to education in the District. The selection of these capable teachers has been made from the total elementary school staff. None of the teachers has special training or preparation for teaching language arts nor did time and the urgency to get the program under way permit an intensive orientation period.

At this point it seems necessary to make a pertinent observation concerning the teaching of language skills at the elementary level. District schools have always stressed the development of language skills and habits starting in the kindergarten. Through carefully and thoughtfully prepared curriculum guides and flo charts, classroom teachers have been properly motivated and given direction and understanding. The need for providing even more attention, particularly at the primary level, has resulted in a program aimed at intensification of learnings in an area which has already consumed much of the teachers' time.

The Role of the Language Arts Teacher with Respect to Children

Language teachers do direct teaching in each of the 221 classrooms for the 7400 children enrolled moving from room to room according to a predetermined schedule which has been planned cooperatively by teachers and principals. The number of times a teacher meets with any one group is determined by the number of primary classes to be served.

In discussions at grade level meetings or in individual conferences, plans are outlined for integrating the language experiences with other subject matter to be developed to avoid its being taught in isolation. Dr. Hansen in his book, The Amidon Elementary School, has expressed the projects guiding philosophy when he describes language arts as the "keystone of the curriculum arch."

The most significant accomplishment has been in the area of oral communication. Children are observed talking more freely, expressing themselves in much better English, and evidencing improved comprehension skills resulting from intensified effort and emphasis on listening skills.

Structured Language

Specific language deficiencies have been noted by teachers and speech therapists. We are convinced that one important technique which must be used to correct this poor language usage is structured language situations in which children are required to practice using the correct form of the language in drill-type lessons. To develop the understanding on the part of children, that interaction can and should take place between child and child and not just teacher and child, lessons have been designed to build and encourage pupil to pupil exchange. (Several sample lessons in structured language have been included at the end of this paper.)

Encouragement to pursue this approach has come from Dr. Julius N. Hook, Professor of English at the University of Illinois and former Director of Project English in the U.S. Office of Education. An experimental English program in

which sentence pattern practice is stressed is also being developed with college freshman at Claflin College, Orangeburg, South Carolina. Finally, motivation has resulted from discussions and observations at Georgetown University's American Language Institute. The Georgetown program consists of a structured language experience in which foreign students prior to enrollment in American colleges and universitites, are helped with English using dialogues and much drill and practice with correct sentence patterns. Finally, the Director of the English Department in the D.C. Schools has recently issued a statement in which she mentions teaching English as a second language as an approach to be explored at the junior and senior high school levels.

Concept Building

It is a fact that children need a background of experiences either actual or vicarious, as a foundation for thinking and reasoning through language. Emphasis has therefore been placed on developing an experiential background as a basis for building conceptual knowledge. During 1962-63, 16,659 children took educational trips to places of interest in the city thus providing first-hand experiences and concepts.

Particular emphasis has been attached to using pictures from books and magaxines as a means of developing understandings. One of our skillful first grade teachers with 33 years of successful teaching experience, gave a project-wide demonstration for primary teachers on techniques she has employed relating to the use of pictures as an effective means of building background and vocabulary. The technique of using skillful staff members is excellent for marketing a good commodity.

Literature

Each language teacher schedules a literature day once a week. It is during these sessions that children, meeting in large group situations by grade levels, are exposed to our beautiful literary heritage. Literature is presented through films and filmstrips; storytelling, either live, taped or on records; flannel board presentations; or by means of other techniques developed by creative teachers. Teachers are identifying those stories and poems with which all children should be familiar before they leave the third grade.

Dramatic Play, Puppetry and Role Playing

Puppet stages, built in senior high school woodworking shops, have been provided for each building. Puppetry has been employed as an excellent medium for getting language-inhibited children to communicate and is therefore a technique which is practiced frequently.

Opportunities are provided for children to act our roles of various people in the community in dramatic play situations requiring independent thought and imagination; talking on the telephone; buying articles at the corner grocery store; buying ice cream from the vendor; leaving dirty wash at the laundromat; etc. ..

Frequently, the less mature kindergarten children begin moving toward verbal dramatic play experiences following experiences in pantomine and varied rhythmic activities to which oral language is then added.

Functional and Creative Writing

Children are exposed to writing experiences as early as grade one. They write notes and thank you letters to persons who have paid for or donated tickets to plays, movies, concerts, and the circus as well as expressions of gratitude for gifts of clothing and books. Field trips provide a firm foundation around which to build vocabulary in preparation for writing activities. For example, children who attended the International Horse Show, learned many new words and terms prior to the performance in order that they might have a better understanding and appreciation for the actual demonstrations.

Language teachers have organized many attractive and thought-provoking "surprise boxes" containing concrete objects relating to central themes; special holidays; zoo or farm animals; special birthdays; science objects; pets; kitchen items; and other examples too numerous to mention. These are used as part of a technique for building oral communication skills related to the five senses; the basis for vocabulary development; reading experiences through language and experience stories; and finally, through writing.

Speical Aids

Extensive use is made of telephone teaching kits provided by the Telephone Company. Teletrainers, electronic telephone kits, normally available for exclusive use in secondary schools, have been provided in each project building. Used in dramatic play situations, they have been instrumental in helping to build good oral communication. The tape recorder provided for each building has been used to develop listening and speaking skills, record progress and provide some basis for evaluating progress in oral language.

The phonographs are used in conjunction with rhythmic activities which lead to oral communication through dramatic play and the development of visual imagery expressed orally.

Field Trips

Language arts teachers assist in planning trips and the language related experiences which must be developed concurrently. Gradually, the responsibility for accompanying children on trips is left to classroom teachers and parents and except in cases involving new and inexperienced teache

In addition to visiting public buildings and museums, children visit the zoo, city parks, land and air terminals, the farmer's market, public libraries, commercial operations such as bakeries and dairies, the Flower Show, the Horse Show, the Shrine and Tingling Circus, concerts and operettas, dance recitals, and dramatic presentations by amateur and professional players. The ride on a train from Washington to Alexandria, Virginia, always proves to be exciting for children.

Appreciation in Art, Music, and Drama

A special program developed in cooperation with the National Gallery of Art has made it possible to provide kits of framed reproductions or works in display in the Gallery, for exhibition in project schools. Exposed to beauty and culture, children have another basis for communicating through a

variety of media. The Language Arts teacher in one building, for example, organized a miniature art gallery. By tape-recording information about each picture exhibited, facts about the artist as well as the compositions, teachers at all levels were then free to bring their children to the gallery for a "tour on tape."

A variety of music appreciation experiences have been provided. Many third graders saw the D'Oyle Carte Opera Company presentation of "The Mikado", a performance of "Showboat", as well as concerts by the National Symphony Orchestra and the Oberkeichen Children's Choir.

One school developed an extended instrumental music program in conjunction with a neighboring senior high school. After learning to identify the instruments of the orchestra by families, children were treated to a concert by the orchestra. In addition to being invaluable activities on their own merits, experiences of this type provide primary children with excellent young adult models with whom they can identify and whom they can emulate.

Professional dramatic groups sponsored by the Junior League of Washington, non-professionals in an amateur theatrical group from a neighboring county in Maryland, and children in the Children's Theater of Washington, (a group which works under the D.C. Recreation Department), have provided very colorful dramatic entertainment for project children. They have seen productions based on the classics such as, "Hiawatha", "Red Shoes", "Wizard of Oz", "Alladin", "The Pink Fox", and "The Snow Queen", to name but a few.

It would be impossible to identify all of the many wholesome and constructive language-related-experiences which have been provided. Those few referred to above, as well as those not mentioned, have constituted part of the framework for building language skills. Competent language teachers have capitalized on each of the experiences in terms of developing all aspects of language, in depth, with emphasis on quality as well as quantity.

The Role of the Project With Respect to Parents

I am in complete accord with educators who believe progress with children can best be made in situations where parents understand the function and purposes of the school and willingly support, encourage and reinforce its efforts.

During 1962-63, 818 project parents of the District accompanied children on field trips. 243 parents visited the Planetarium, the White House, and other public buildings. These trips were provided exclusively for parents of project children. The purpose for these trips was to provide and enrichment activity for parents; give parents and children a common experience which might then become a topic for conversation in the home.

A parent language class was established at one school. Meeting twice each week under the leadership of a part-time teacher, parents were exposed to learning experiences in language similar to those developed with the children.

A P.T.A. was organized in one building where there had been no formal group during eight previous years. Part of the motivation for this new organization came from interested parents who attended a project-sponsored workshop for parents. Thus was built a stronger home-school communication.

Project buildings were able to organize 97 room mothers groups during 1962-63. Eighty-five of these units were in individual class rooms in grades kindergarten through three; twelve more were formed as combined grade level groups. To facilitate the original organization and insure continuity of purpose for group meetings, a Guideline was prepared by the Language Arts office delineating procedures for organizing the room mothers groups and suggesting agendas for meetings for one full year.

A Language Arts Project Parent Council was formed during the 1962-63 term composed of P.T.A. officers from project buildings. The purpose of the group was to share successful practices (i.e.-getting parents interested and involved in programs of the school); to seek community support for the project; to assist with developing activities for parents and children leading toward improved understanding; to find ways to render definite service in the respective schools and to cooperate with other units of the P.T.A. in the promotion of city-wide programs.

A stimulating workshop for parents featured presentations by Dr. Sam Shepherd and Mr. P.F. Ayer of Berea College, Kentucky, both of whom spoke on "the Role of Parents in Helping their Children Achieve in School". Parents from one school role played some simple but important situations in the area of parent-child relationships. Each of the skits was followed by a brief analysis and group discussion led by a staff psychologist from the Department of Pupil Personnel of our D.C. Public Schools.

Parents have assisted the schools in countless ways: staffed school Book Fairs; assisted in setting up school libraries; accompanied classes on field trips; weighed and measured children; held classes for teachers; and assisted in other ways too numerous to mention. A specific listing appears in the Project Report for 1962-63.

Role of the Project With Respect to Teachers

A small publication by the Language Arts Project Director, entitled "A Handbook for Teachers and Officers Who Work In Gray Areas", lists nine major assumptions which must reflect the attitude and opinions of teachers and officers who dare hope for success in their work with children in depressed area schools:

1. Teach each girl as if she were your daughter, and each boy as if he were your son.
2. Have faith in the child's potential and ability to learn and profit from instruction.
3. Set high standards and goals in a stimulating climate for learning.
4. Help the child to develop a positive self-image and a firm conviction that he can be successful in school.
5. Provide opportunities in which the child can succeed.

6. Identify and provide for the child's abilities, interests, needs and talents starting at the kindergarten level.
7. Remember that the child's I.Q. score on the group intelligence test is not fixed and can be raised as much as 30 points.
8. Stress improved oral and written language skills and comprehension starting in the kindergarten.
9. Help parents understand and practice the positive thinking with respect to their child which will re-enforce and support the efforts of the school.

The Handbook lists eleven guiding principals which should be considered by teachers and officers who work with the culturally disadvantaged. It may be obtained upon written request to the Executive Director of the Great Cities Research Council, Mr. Frederick Bertolaet, 228 N. LaSalle Street, Chicago, Illinois.

A number of workshops and meetings have been provided to help teachers develop new insights and understandings with respect to culturally disadvantaged children. Leaders in the field who have been invited to present this background to teachers and officers include: Dr. Otto Klineberg, Dr. Martin Deutsch, Mr. Martin Hamburger and Mr. P.T. Ayer. Assisting also was Dr. Walter Waetjen of Maryland University who spoke on separation of children by sex at the elementary level; Dr. Sidney Workman, a psychiatrist on the staff of Children's Hospital and consultant with the National Institute of Health who discussed some of his studies on culturally deprived children.

Many consultants have spoken with teachers concerning skills and techniques; Miss Ida Kravita, Language Arts Supervisor in Philadelphia Public Schools on language skills for children; Dr. Roma Gans on "Motivating the Culturally Disadvantaged Child to Read"; and Mrs. Margaret Woods, Lecturer on Creative Education from Seattle Pacific College, on developing creativity.

A consultant from the extention service of Wesleyan University, publisher of the Weekly Readers, gave demonstrations on effective techniques for using these papers in each project building.

In addition to faculty meetings devoted to general building operations and the routines, countless professional meetings have been devoted to topics related to language arts, speech, reading, grammar, and the phonovisual method. (See page 52 of the Language Arts Project Report)

Observations, particularly in the area of language, were provided for 404 project primary teachers. One hundred and seventy-five of these have been conducted within the school for staff members. This use and recognition of competent staff personnel has been encouraged.

Demonstrations of techniques related to using the phonovisual method have been given in each building.

A therapist from the Speech Department scheduled classroom demonstrations on speech improvement for all teachers. A functional course in speech improvement for teachers has been offered to teachers who present speech problems.

Demonstration meetings have been devoted to techniques of building language and experience chart stories as well as one on the importance of using pictures to build concepts, background and vocabulary.

The project budget made no provision of funds for sending teachers to observe programs for the culturally disadvantaged in other cities. Language Arts teachers did, however, visit the Great Cities Program in Philadelphia, our nearest neighbor in this experimental venture.

Finally, the nature of the program is such that classroom teachers are able to observe and participate in lessons taught by language arts teachers through follow-up activities planned cooperatively. This daily demonstration situation provided by the skillful language teachers represents one of the major strengths of the project.

Supporting Programs Which Have Been Developed

One of the more interesting aspects of our language arts project is the summer enrichment program planned at the primary level. The regular city-wide summer school for elementary children is primarily a remedial reading program for children in grade three and up. The project summer school program this year will provide a pre-school experience for children who have been registered for kindergarten or first grade in September 1964. Last year's program was organized for those children identified as weak kindergartners or first graders who evidenced potential. A highly organized and carefully structured curriculum packet is provided each summer school teacher at the time of the orientation meeting.

Classroom teachers who work with boys and girls from project summer school classes indicate generally, the children talk more, have a larger vocabulary, ppeak with greater spontaneity, have a better understanding of many of the concepts which have been taught, and demonstrate habits and attitutdes which are essential to a satisfactory adjustment to school.

A drive to collect books no longer needed in homes throughout the city was motivated by the Project Director, initiated by the Junior League of Washington and finally taken over by a city editor of the Washington Post. Of the 9,000 books collected about 1,200 were useful in our school libraries. More important than the actual collection and subsequent distribution of books was the tremendous amount of attention drawn to the need for school library books and services, particulary at the elementary level.

The Congress included a budget item of 50¢ per child for elementary school libraries. This occured for the first time in the 1964 budget and represents their first action through legislation to provide elementary school libraries. Hopefully, the Book Drive played a part in calling Congressional attention to the problem along with the other motivating forces which have been at work in the community.

Eleven hundred sixty-four primary children had library cards by June, 1963. A temporary bookmobile stop was established to service a group of project buildings whose primary children were not within safe walking distance of a public library. The Director of the Library services felt he had to discontinue the stop, which, unfortunately, was scheduled for a Saturday. Had the stop been scheduled during school time, language arts

and classroom teachers could have been instrumental in increasing circulation and encouraging the use of the facility.

A number of after-school study halls have been organized and staffed by volunteers. One school is staffed by students from Holy Trinity Academy. These students are under the supervision of a Sister on the staff at a neighboring parochial school. A group of senior high school students are providing fine service at another school where they meet daily with groups or individuals providing tutorial help and companionship.

To encourage wide reading, a paperback book program has been initiated in all schools. A local distributor and a district representative for a paperback book firm have worked with the project to provide a display rack and a number of selected titles for sale to children for 25¢ or 35¢.

The reading habit is given another hypodermic in the form of School Book Fairs which are held twice each year, in the fall and spring. School fairs are held concurrently with National Library Week and Book Week. In the area of reading, complete sets of experimental readers for use in grades 1 - 3 (developed by teachers in the San Francisco project and in process of being published by a San Francisco firm) have been placed in one of the 14 project schools.

A testing program has been implemented during each of the three years of the experimental project. The California Test of Mental Maturity has been administered to all children in grades 1 - 3; the Gates Reading Test to children in grades 1 - 3; the Metropolitan Reading Readiness Test to all kindergartners; and a staff-prepared test for children in the summer program. Accomplishments are noted in the section of the project report on Test Data.

A six-month program was initiated at one school in cooperation with the Urban League of Washington. A graduate student from the Atlanta School of Social Work, working under an Urban League Community Coordinator, developed a program designed to encourage indigenous leadership and maximize parent participation.

Research and the Language Arts Project

It is regrettable that research was not built into the program. This has presented a serious limitation.

The liaison person in the Foundation has applied for a supplementary grant for the Project, the money to be used to design a limited research piece on a sampling of children who have been in the program for the full three years. The Foundation Board has approved this grant.

Graduate students from the Howard University School of Social Work under the supervision of Dr. Martin Danzig, are currently doing a masters study to determine the factors which account for the participation or non-participation of parents in the programs of the schools.

A program has been developed in which students from D.C. Teachers College and Howard University are assigned to project schools for teaching experiences among culturally disadvantaged children.

Dr. Jacqueline Goodnow, a psychologist on the staff of George Washington University, and some of her students have assisted with the tabulation of data on children who have been in the project for more than one year.

Junior and senior students from local teacher training institutions have been invited to work in our summer program for no pay and no credit. It should be an invaluable experience for these perspective teachers.

We are currently cementing a relationship with the Center for Applied Linguistics. Research programs in Urban Language Studies are already being developed in Chicago and New York. We hope to see one initiated in the District in the near future.

Materials and Equipment

Project teachers have contributed their time and talent in the preparation of many guidelines and curriculum materials. It has not been their responsibility to write a curriculum for project children since the District Schools already have a comprehensive new flo charts in language. Language teachers, rather, have been concerned with developing methods and creative techniques for putting the approved material across to children.

Countless successful language lessons have been recorded and compiled for later distribution or other use as determined by the curriculum office.

Some of the many guidelines which have been distributed to all primary teachers include the following:

1. Guide to the most commonly used spelling words and the Dolch List
2. A Topical Classification of the Dale 3,000 Word List
3. Ideas on Which to Develop Topics for Paragraphs
4. Statement of Needs of Pupils as Identified by Language Arts Teachers
5. A Guideline for Evaluation of the Language Arts Program
6. A Comprehensive Guide to Check Pupil's Language Progress, by Grades
7. Guidelines for Storytelling
8. A Guideline for Creative Dramatics
9. A Song List for Use in Conjunction With the Language Arts Project
10. Language Arts and Music Appreciation
11. Questions for Use in Connection With the Language Arts Program on the Study of Great Paintings
12. Guideline for Use With Reproductions from the Gallery
13. Art Appreciation in the Language Arts Program
14. Guideline for Building Aspirations and Improved Community Understanding
15. Guideline for Organizing Room Mother's Groups
16. Guideline on Speech Errors of Children and Speech Improvement Content
17. Suggestions for Follow-up to Speech Improvement Lessons
18. Guidelines on the Vocabulary of Questioning (by Teachers)
19. Vocabulary Enrichment
20. Tape Recording in Language Arts, Its Use As An Evaluation Technique
21. Suggested Activities for Using the Teletrainer
22. Field Trip Guides
23. Suggested Poems
24. Suggestions and Reminders for Daily Use With the Phonovisual Method
25. Activities for Concept Building

26. Experience Charts
27. Book Lists
28. Reading Games and Finger Plays

Subjective Evaluation

Expressions of opinions on the value of the project have been obtained from principals, classroom teachers, resource teachers, consultants, parents, and school public health physicians.

A principal writes:

> "The field trips for parents and children continued to make parents feel that Language Arts Schools offered a bonus to them and to their offspring. This feeling heightened enthusiasm about school activities. Our parents were involved in grade clubs, parent-child groups and P.T.A. role-playing. Little by little they are gaining a sincere feeling of belonging to the educational set-up. Their expressions tell us that they are beginning to look forward to life and to the future with hope and with renewed dedication to being better parents to children who are facing a better world."

Other principals note:

> "The teacher has gained many new and exciting teaching techniques through the many workshops and also the fine example of the language arts teacher."
>
> "After two and one-half years of the Ford Foundation Program and the constant use of the Phonovisual method by classroom teachers, the kindergarten and first grade were achieving on a level usually found in the upper socio-economic bracket."

A classroom teacher observes:

> "We can recognize each child who was in the language arts summer school last year. The children talk better and read better."

Two speech therapists indicate:

> "My case load for speech correction for Cook School was far less this year than it has been. I do feel that this was due to the effectiveness of the language arts program over several years."
>
> "The children in my class show positive signs of growth in language proficiency very early. They are eager, exuberant, and enter actively into free conversation."

A distinguished educator from Ohio State University notes:

> "I believe that you are getting striking results from your activities."

A physician writes:

> "It is heartwarming to notice the ease with which many of them are expressing themselves now. Some who were shy and unable to speak clearly are very vocal now."

Finally, the following comment from a parent:

"The program has helped children express themselves more clearly. Parents have been broadened by their children since the program started."

Building a Positive Image of the School

Contacts which have been established between the project and individuals, organizations and institutions in the community, have been heartwarming and encouraging.

Representatives from many of the important organizations and agencies in the city have visited and observed in Language Arts Schools: the League of Women Voters, the Junior League of Washington, the District Congress of Parents and Teachers, the Children's Bureau of the United States Office of Education, the D.C. Recreation Department, and the American Language Institute of Georgetown University.

No attmept will be made to list the many individuals who have visited nor the institutions which have received descriptive materials and reports. Improved community relations and a greater awareness and understanding have resulted from the numerous visits by educators from other states and other countries. In many instances, words of praise and commendation have been forwarded to the Superintendent.

Finally, participation by staff members in conferences and workshops, on panels, and in in-service education programs, has provided the community with insight into what has been accomplished and how it has come about.

Summary

This paper has attempted to present a rather broad and general description of the Language Arts Project: its goals and purpose; its affect on children, teachers and parents; the materials and equipment used; and the positive school-community relations which have been nurtured.

It should be noted that the careful selection and correct assignment of the skillful language teachers has been and is basic to the success of the program.

In a city where funds for schools are frequently in short supply, it is encouraging to note the fact that the Superintendent, Dr. Carl F. Hansen, believes the Language Program is "an excellent one." It is also gratifying to know that funds have been provided in the 1965 budget to continue the present program independent of Foundation support. An expansion of the program into 13 additional elementary schools has been proposed.

In this project we will continue to "teach each girl as if she were a daughter and each boy as if he were a son" and have "high expectations" for its future accomplishments.